



**Increasing Student's Vocabulary Mastery Through Star Wrest Game at
Boarding Darul Hikmah Modern on Academic Year 2018/2019**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for S-1 Program*

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STATE ISLAMIC UNIVERSITY NORTH SUMATRA MEDAN**

2019



SKRIPSI

**The Efforts to Increase Student's Vocabularies by Star Wrest Game of
Boarding Darul Hikmah Modern on Academic Year 2018/2019**

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Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yan saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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ABSTRACT

Ilena Ruliani. Registration Number: 34153066. The Efforts to Increase Students' Vocabularies by Star Wrest Game in Boarding of Darul Hikmah Modern in Academic Year 2018/2019. A Thesis, English Education Program, Faculty of Trbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2019

The research aimed to determine the effort to increase students' vocabulary by Star Wrest Game. This research WAS conducted by using Classroom Action Research (CAR). The subject of this research was grade X-B of Boarding Darul Hikmah Modern, the study involved in 33 students. The principle problem was only one that is to effort students' vocabulary by Star Wrest Game. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting.

The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. The pre-test was conducted in experimental and controlled class to know whether the students of boarding school will be well or not. Post-test was conducted in the experimental and controlled class to find out the significance different between experimental and controlled class. The result of this research shown that the Star Wrest Game is effective method to increase students' vocabulary, because that is can be seen by from the score of pre-test were 51.1, the mean score of post-test I was 75.4, and the mean score of . The results of the observation show the students were motivated in teaching-learning process.

Based on the finding and discussion of the research, the researcher suggested that Star Wrest Game is recommended in teaching students' vocabulary. Use Star Wrest Game was effective method and interesting technique in teaching vocabulary for students.

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CHAPTER I

INTRODUCTION

A. Background Of Study

Vocabulary is one of English sub skills that must be taught to the students in boarding school because vocabulary has an important role for all language skills. To easy learn of english students have to know many vocabularies. Vocabulary is much more than just single words, that is, vocabulary includes not only single words but also multiword phrases, idioms, and even sentences.¹

Definition of vocabulary as the knowledge of words and word meanings or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior and from pronunciation. Visnja Pavicic said a word can be defined as the smallest meaningful unit of language and no one is able to define meaning of a word clearly with satisfactory definition.² More vocabulary will be easy to understand the discussion or other writings on language it easy for students tell their minds on spoken and written. Students must study about vocabularies. Because it will help them to easy study English language.

¹ Musa Nushi and friend, *California Liguistic Notes*, (2016), vol: 1, p.2

² Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Clevedon: Multilingual Matters, Ltd, 2008), p.5

Vocabulary learning is important for learning L2 words that set up a challenge and assign tasks for both teachers and learners.³ In addition, vocabulary learning is not a subject in school itself; students learn vocabulary as a part of other skills such as reading, listening, writing, and speaking. In other words, vocabulary is not explicitly taught as a subject. Students learn them as assigned in their other language subjects or even expected to acquire incidentally or their own.

Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging.⁴

One technique to make students interest study about vocabularies. That is use “star wrest games”. Star wrest games uses concise words, paper, color, associations and other visual aids to convey the essence of an idea or information. By this method they can more love English. Because they was get many vocabularies. In this method, students can more active when teachig larning goes on the class. Because students of boarding school be required to know what the teacher say in the last lesson bfore closhing the study. The mean that student’s are active participants in the learning process.

All of Moslem have to study from young until die. The students study from basic to get success in this world.

Rasulullah SAW said :

طالب العلم فريضة على كل مسلم

³ Rajab Esfandiari, *Journal of English Language Teaching and Learning*, (University of Tabriz, 2107), p.2

⁴ ImanAlizadeh, *International Journal of Research in English Education* (Lahijan Branch, Islamic Azad University, Lahijan, Iran 2016)p.23

The meaning is : “Demanding science is mandatory for every Muslim” HR. Ibnu Majah, number. 224, from Anas bin Malik radhiyallahu ‘anhu.⁵

Who want to be success the key is study. No one in this world get success without knowledge.

Allah SWT Said :

وتلك الامثل نضر بها للناس وما يعقلها الا العليمون

The meaning : “And it’s not the same as a blind person with a person who have knowledge”. QS. Al-‘Ankabuut (29) ayat 43.⁶

Based on the background above, the researcher would like to take a research study on vocabulary under the title: **“The Efforts to increase student’s vocabularies by star wrest game Of Boardig Darul Hikmah Modern in Academic Year 2018/2019.**

B. Identification Of Study

Based on the background of study above, there are two factors that affect student’s’ vocabulary mastery: The students of boarding school is poor of vocabulary, the students of boarding school only practice their English language by common language.

⁵ HR. Ibnu Majah, number. 224, from Anas bin Malik radhiyallahu ‘anhu.

⁶ QS. Al-‘Ankabuut (29) ayat 43

C. Limitation Of Study

Based on identification of the problem above, the researcher focusing on using Star Wrest Game to increase students' vocabulary mastery. The research was taken at Darul Hikmah Modern.

D. Research of Problem

Based on the limitation of the problem above, the problem of the study is formulated as follows : How can the star wrest game improve students' vocabulary mastery ?

E. The Objective of The Study

The objective of the study is to know whether star wrest game technique can increase students' vocabulary mastery.

F. Significance of Study

After conducting this research, the researcher hopes that reader would receive a lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using star wrest game in teaching process. The significance of this research is to introduce or even to familiarize of star wrest games technique in language teaching. The research finding are expected to give information to the further researchers about improving students' vocabulary mastery in learning and development efforts as a reference and empirical evidence.

For the students, by using star wrest game it is expected that the students' are more interested and motivated in learning English, so they can improved their skill in vocabulary mastery.

For the English teacher: as source of information for English teacher to improve the quality of English teaching learning process.

For the other researcher: the result of this research can enrich the knowledge that the learning process need effective strategy to be applied in order to achieve the goals of learning process and the researcher hopes that this study could be one of the reference.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This theoretical framework is present in order to give clear concept being apply in this study that is on using star wrest games technique in teaching towards student's vocabulary. To support the ideas of this research, some theories and some information will be include to help the researcher design this research. The following material is consider be important to discuss, so that the readers will get the points clearly.

1. Vocabulary

a. Definition of Vocabulary

Richard and Schmidt argue that a set of lexemes, including single words, compound words and idioms.⁷ Vocabulary is the words that teacher teach students on another language. So when students didn't know the language and it's new for the mean is vocabulary. Vocabulary is a list of words arranged in alphabetical order with their definitions. Vocabulary is an inseparable part of any language learning. Vocabulary is a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency.

⁷ Richard and Schmidt *logman* dictionary of langage teaching(london;person education limited,2002)p580

Allah SWT tells about vocabulary in Al-Baqarah 31⁸

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ

إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning : *And He taught Adam the names all of things ; then he placed them before the angels, and said tell me the name of these if you are right.*

Vocabulary is an essential aspect that should be acquired in learning language. Studies of vocabulary size either in English as a second language (ESL) or English as a foreign language (EFL) have been carried out by many researchers.⁹

According to Jim Scrivener vocabulary is powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.¹⁰

According to Averil Coxhead vocabulary is central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.¹¹

The definition of vocabulary is about study the words on another language. Although these definitions seem straightforward, vocabulary is more complex

⁸ Q.s Al-Baqarah 31

⁹ Novianti, R. R, *Global Journal of Foreign Language Teaching* (2016), p.2

¹⁰ Jim Scrivener, *Learning Teaching.*, (English: Heinemann Publishers Oxford, 1994) p.74

¹¹ Averil Coxhead, *Essentials of Teaching Academic Vocabulary* (USA : Houghton Mifflin Company, 2006) p.1

than these definitions suggest. Words can come in oral form such as those used in listening and speaking or they can come in print form such as those words that we recognize and use in reading and writing. Furthermore word knowledge also comes in two forms, receptive and productive. The Writer has opinion that vocabulary is an inseparable part of any language learning on relation to the teaching-learning of the four skills of English. Vocabulary is important to students because vocabulary like a source basic to study English language.

Vocabulary can also influence individual's social status. People usually tend to respect and interest to the individual who has a capability in communication skill, such as politicians, teachers and the others. Someone who is able to express him or her precisely with appropriate language seems to be more possible to make a positive impression in front of people around him or her.¹²

b. The Types of Vocabulary

When someone learn English they have to know word by word. They need a lot of vocabulary to easy understanding the language. They must practice and context connection to learn vocabulary well. Some expert divide vocabulary into two types : active and passive vocabulary. The first type of vocabulary refers to the one that students have been taught and they are expected to be able to use. The second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.¹³

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when they produce a spoken or written sentence. The use of words itself differentiated

¹² Mukoroli, " Academic Vocabulary Teaching Strategies For The English For Academic Purposes ESL Classroom." (*Thesis On SIT Graduate Institute Brattleboro, Vermont, 2011*), p.11

¹³ Mofareh Alqohtani, *International Journal of Teaching and Education*, (2015), p5

according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

Wiji Lestari divides vocabulary into four groups as follows:¹⁴

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.
- d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

¹⁴Wiji Lestari, *Improving Students' Vocabulary Mastery Through Word Clap Game*. (Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2003). p. 41-42

Different with Wiji Lestari, Elfrieda H. Hiebert and Michael L. Kamil said The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.¹⁵

c. Vocabulary Mastery

Mastery is power or control over something on understanding, knowledge, comprehension, ability. Mastery is comprehensive knowledge or use a subject or instrument. Mastery derived from the word “master”, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. Vocabulary mastery is one of the important aspects to be acquired in learning language.

As vocabulary mastery is essential for language learners, strategies to help develop it also need to be taken into consideration. In investigating learners' vocabulary mastery, some researchers focused their studies on either receptive or productive vocabulary mastery. This study examines university

¹⁵Elfrieda H. Hiebert and Michael L. Kamilp. 3

students' vocabulary knowledge in Indonesia by using the Vocabulary Level Test (VLT). It also compares the receptive vocabulary size of students who obtained extra hours of English instruction with those who have not. Furthermore, this study also identifies their strategies in enhancing their vocabulary mastery.¹⁶

Vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, meet vocabulary learning standards to pursue the required accomplishment. In relation to the teaching-learning of the four skills of English, vocabulary is an inseparable part of any language learning. First for reading skill, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary.

Mofareh El - Qahtani said in his journal that students cannot use the structures and function without having an extensive vocabulary, whereas both of structures and function are the main components in building comprehensible communication.¹⁷

2. Star Wrest Game

a. Definition

Not all of students find it easy to get the study, some of them find the study interesting if there is a game. Star wrest game is a game that all students wrest to answer the question from the teacher to get the star paper. Star paper is points added for final value.

¹⁶ Novianti, R. R, *Global Journal of Foreign Language Teaching*(2016),p.3

¹⁷ Mofareh El-Qahtani, The Importance of Vocabulary in Language Learning and How to Be Taught, *International Journal of Teaching and Education*, Vol.3, No, 3, 2015, p.22

b. Principle

There are several principles in the star wrest game, namely : It is not boring activity in the class, it is fun for students, it helps them learn and acquire new word easily, it can interest them for study, it train their memory speed.

c. Design

Many problem on study vocabulary, students learn language on English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication. Many students learn new words relatively quickly but they also forget them quickly too.¹⁸ But if the students enjoy in their lesson and didn't feel boring, it will be easy to remember the vocabularies for the long time.

Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging.¹⁹ The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function.

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or

¹⁸ Fika Nurul Hanifa, The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitudes Toward Its Use, *The Journal of English Education*, 1(1), 2013, p. 83.

¹⁹Iman Alizadeh, *Vocabulary Teaching Techniques: A Review of Common Practices*, 2016. Vol.1.p.1

qualities.²⁰ Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.²¹

Teaching English for senior high school students are categorized as teaching English to teenager because their average ages are teens. So it is different from teaching English to adult learners.

d. Procedure

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Helena Rizkiah and Zul Amri use Fly Swatter game in their method. Actually, in the game there are some procedures that must be followed:²² Students will complete each other to hit the word by fly swatter, students stand in front of the class and face their friends, students listen to what the teacher says carefully.

So, Star wrest game is like Fly Swatter game, it is interesting activity for students because they can learn through playing. Actually, in this game there are some procedures that must be followed: teacher give a question for the children, students up their hand to answer the question, teacher choose one of the student to answer it, students answer the question, teacher give the star paper to student.

In this game all of student try to answer the question from the teacher. Who are the winner they will get the star paper.

²⁰Robert. B. Costello. *Random House Webster's Collage Dictionary*. (America: United States of America, 2001). p. 842

²¹ Robert. B. Costello. *Random House Webster's Collage Dictionary*...p. 1358

²² Helena Rizkiah and Zul Amri, (TT), *Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School*, Padang: Universitas Negeri Padang, p. 4

B. Related Study

In this research, researcher chooses the title : THE EFFORTS TO INCREASE STUDENT'S VOCABULARIES BY STAR WREST GAMES IN BOARDING SCHOOL.

1. The First, this research ever done by Ika Rahmadani Lubis (2017) on her research title : IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME IN THE FIRST GRADE OF MTS PERSATUAN AMAL BAKTI (PAB) 1 HELVETIA. I conclude that method can interest students to be easy study von vocabulary.
2. The second I take the research by Imas Febriansyah (2015) on her research title : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH BINGO GAME FOR GRADE X OF SMAN 4 PURWEREJO IN THE ACADEMIC YEAR OF 2014/2015. This research is about how learning vocabulary to be easy for students by Bingo Game.

C. Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of important lesson to easy study about for skill in English, there are: reading, writing, speaking, and listening. Because if students can't master in vocabulary the students automatically will not obtain the four of skills of English.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

However, some problems of vocabulary mastery in the first grade of students in boarding school of Darul Hikmah Modern have difficulties to tell something from their vocabulary, most of them also seemed get difficult in vocabulary. They are so struggle to translate every single word. They lazy to open their dictionary to know the meaning of the word.

Gaffar (2014) stated that by using game in classroom it will creates the students interest to lessons and students will be motivated to be active in the class, they will be easy to understanding the material because the students enjoy in studying.²³ By the game students can enjoyed the lesson and not so hard to receive the education.

Star wrest game is considered as an effective, interesting, and enjoyable ay to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Star wrest game must have hard focus and good seeing for answer the teacher instruction. From the discussion above, the researcher proposed that star wrest in teaching vocabulary in English language can improve students' vocabulary mastery.

D. Actional Hypothesis

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved.²⁴ The researcher proposes the hypothesis that there is improvement on students' vocabulary mastery through star wrest game technique.

²³ Abdul Gaffar, *The Use of Big City Adventure Sydney Game Software In Enhancing*, 2014, p.46

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, (2006), Edisi Revisi VI, p. 71.

CHAPTER III

RESEARCH METHODOLOGY

This study belongs to classroom action research (CAR), because the study focuses on a particular problem and a particular group of students in a certain classroom. The characteristic of action research was collaborative, which means in learning everyone contributed to understand the subject. Classroom action research is carried out by teachers on phenomena in their own classroom.²⁵

A. Research Setting

This research was conducted at the X grade students of Boarding Darul Hikmah Modern, which is located at Jl. Pendidikan on October 2019. This research was conducted on the first semester in the academic year of 2019/2020.

B. Data and Data Source

The source of the data in this research is from what the researcher gets during the research. In a qualitative research, source of primary data are the actions and the words, and additional data like the written data, document, picture, or statistical data.²⁶ The researcher collected the source of the data related to this research from observation and test which is conducted in every cycle.

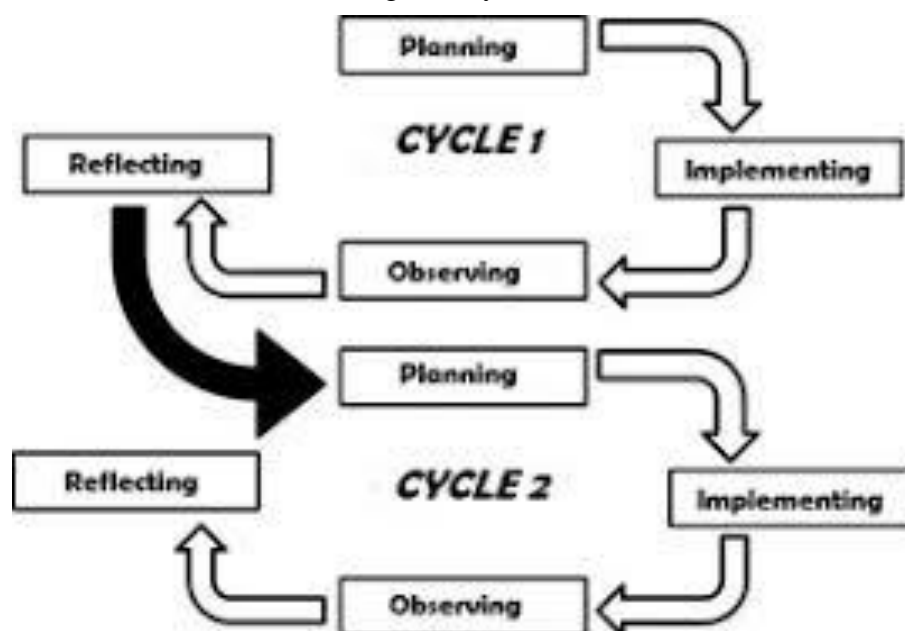
C. Research Method

The design of research used by the researcher in this study is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve

²⁵ Siti Khasinah, *Pionir Jural*, (2013), vol: 1, p.2

²⁶ Suharsimi Arikunto, et. al., *Op.cit*, Jakarta: PT Bumi Aksara, (2008), P. 75-80.

aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.²⁷ From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through debate, this data was analyzed through two cycles in actionKemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.²⁸



^{27 27} Jeremy Harmer, *The Practice of English Language Teaching*, England: Longman, (2003), P. 344

²⁸ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18

Figure 1. Cycle of Classroom Action Research

The diagram above was described as follows: (1) Planning, (2) Action, (3) Observation and (4) Reflection. The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in speaking class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in speaking.

2. Cycle 1

The researcher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure as follow:

a. Planning

Planning is arrangement for doing something. The researcher prepared everything needed in teaching learning process. The activities are done in the step of planning such as : arranging lesson plan, preparing the media related to the material, preparing teaching material, preparing checklist observation, making the test material.

b. Action

Action is the application of the planning that has been made. This step discussed about implementation the plan, which is made in previous phase in the

field of research. What the researcher had planned in planning step, it is applied in this step. Researcher explains the material, reasearcher introduces debate technique to the students and reseacher asks students to make group and conduct debate based on the topic given.

c. Observation

A researcher observes all activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted. Some activities done by researcher: (1) Observe the teachers' activities during teaching learning process, (2) Observe the students' activities and participation during teaching learning process, (3) The researcher records everything happens during teaching learning process including the effects of the action, (4) The reseacher also take notes all students' activities and participation during the teaching learning process.

d. Reflection

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

In cycle 2, the researcher planned the following activities : (1) identify the problem and make the solution for the problem, (2) arranging lesson plan, (3) preparing the media related to the material, (4) prepare teaching material, (5) prepare checklist observation, (6) make the test material.

b. Action

To conduct cycle 2, the researcher did these activities : (1) Student will be given warming up before starting the materials, the warming up can be asking the students some vocabulary that related to the theme would introduce (2) Introducing the theme that students will learn (3) Students are guided to use vocabularies into the sentences (4) Giving the students questions about the theme. (5) After the students answer the questions, teacher will correct the answer and guide them how to make sentences. (6) Students will be asked to make a preparation to be presented in front of their friends about the theme, their preparation must be a small note that contain some vocabularies they sometimes forget. (7) Students will present their presentation. (8) After presenting their presentation, otomaticly there will be respons such a question or addition they will interact each other. (9) Almost the end of the class, after presentation, teacher will tell the students about their errors that teacher found during discussing. (10) In the end of the session, give the students verbal quiz related to the theme discussed among those students so that students quickly come to realize that the topic is not just to learn insede the class, but really count to their life.

c. Observation

The researcher will observe the following activities : (1) the students' activity in debate, (2) the students' response during the teaching and learning process, (3) the students' speaking skill improvement.

d Reflecting.

This step is analyses the whole action that has been done. Based on the data that had been collected, the teacher and the researcher discussed and made evaluation. The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

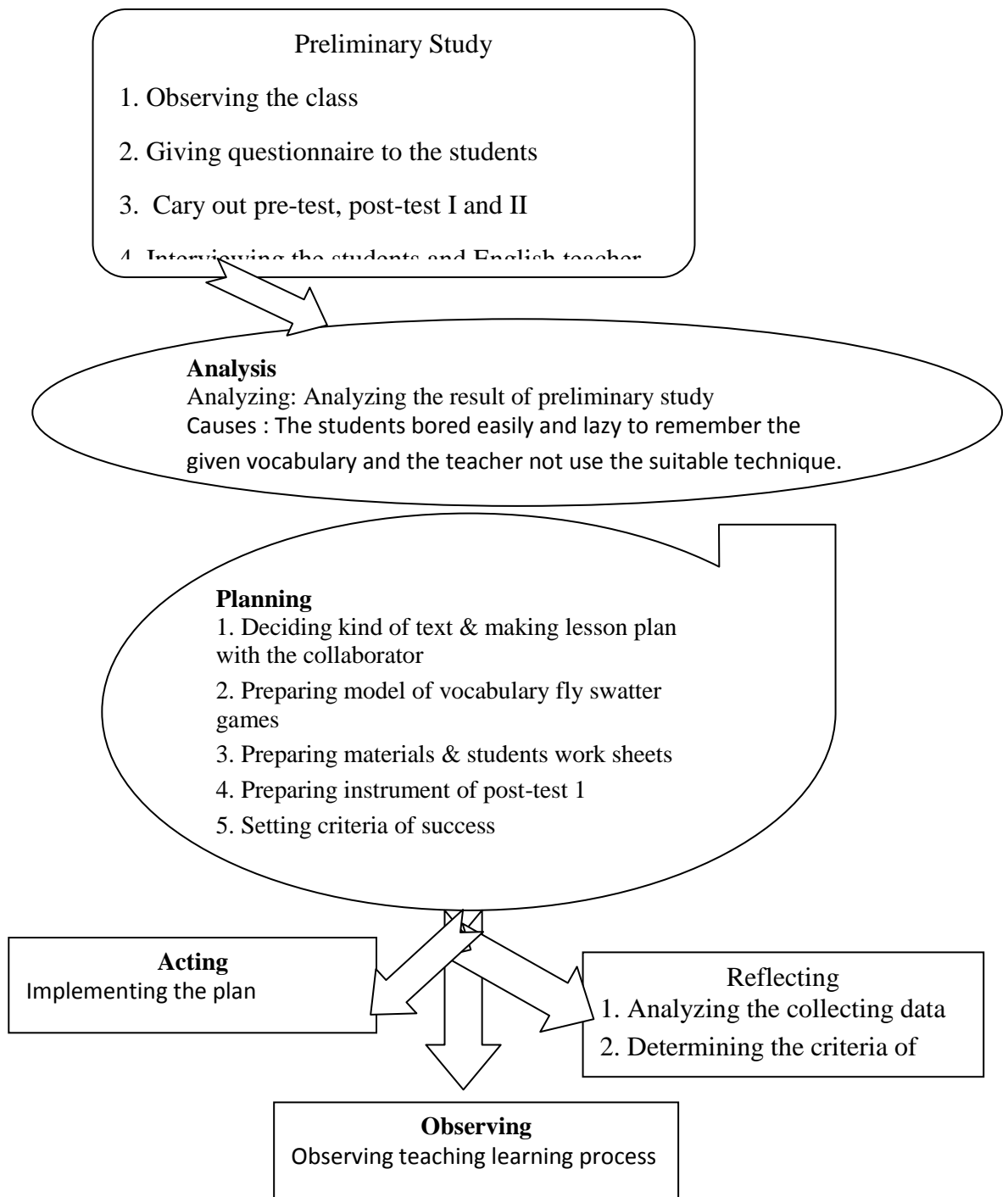


Figure 2: The phases of Classroom Action Research modified by the researcher

D. Technique of Collecting Data

In this research, the data are collect by using quantitative (number-based) and qualitative data (experience-based). Quantitative data are collect by computing students' scores through reading test. Qualitative data was conduct to know the situation of the students including the background of the problem in reading comprehension. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. In collecting qualitative data are collect by: test, observation, interview, and diary notes.

✓ **Test**

According to Aiken in Syahrums and Salim, test is the instrument to measure someone's behavior or performance. Test usually consist of two kinds: pre-test and post-test.²⁹It is to measure students' vocabulary comprehension at first, than the post-test is implemented after using star wrest game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

✓ **Observation**

Observation done during the classroom action research was going on. In this case, the researcher uses the unstructured or opened observation to know the

²⁹ Aiken in Syahrums and Salim. *Metodologi Penelitian Kualitatif*.(Bandung : Cipta Pustaka,2004), p.141

occurrences within learning process. The observation done is the observation to the teacher, students', attitude, and the situation during the learning process.

The results of the observation will present in the form of field notes which consisted of the students' behavior, the teacher's actions, and everything happened in the process of teaching and learning.³⁰

✓ Interview

The researcher asks the teacher first to know the students' difficulties in English vocabulary, and how before in learning process of vocabulary, than students' condition involving in English class activity, and star wrest game used by the teacher in teaching English vocabulary. The researcher will see their reaction when they know star wrest game technique.

4. Diary Notes

Diary notes is one of important of research that use to record every that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination, and explaining.³¹

The researcher observes the students activities when receiving the materials and the situation in the class.

5. Documentation

According to Syahrur and Salim, documentation is all of data are collected and interpreted by researcher and they also supported by some medias such as photos or videos which will be related to research focusing.³²

³⁰ A. Burns, *Doing Action Research in English Language Teaching. A Guide for Practitioners*. (New Yor: Routledge,2010), p.75

³¹ Kunadar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: Raja Grafindo Persada, 2000), p.195

³² Syahrur and Salim. *Metodologi Penelitian Kualitatif*.(Bandung : Cipta Pustaka,2004), p.146

E. Technique of Analyzing The Data

The technique of analyzing data of this research will be apply by using qualitative and quantitative data. Here are the detail explanation of steps to get the data.

The data from observation are grouped based on students' behaviour and students' response that can be taken as a clue or indicator for students' activeness when star wrest game technique is introduced. To analysis the data, the researcher used t-test for quantitative data and Miles and Huberman for qualitative data. The result of observation is analyzed such as below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

Miles and Huberman consists of 3 steps (1) Data Reduction, is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. (2) Data Display, It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will

easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use interview, observation, diary notes and documentation in displaying the data, because it is most common data display was used in qualitative research. (3) Conclusion Drawing and Verification, from the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.³³

F. Technique of Establishing the Trustworthiness

According to Lincoln and Guba.³⁴ Trustworthiness consists of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability in preference to objectivity. In this research, the researcher uses credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation.

³³ Andrea Daniel, *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, (2010), p.138.

³⁴ Y. S, & Guba, E. G, *Naturalistic inquiry*, Newbury Park: CA Sage, (2002,) p. 289.

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data to be taken from the informant will be compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data to be taken from interview will be compared to the data taken from observation which has the same source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.³⁵

³⁵ HB Sutopo, *Metodologi Penelitian Kualitatif*, Surakarta: UNS Press, (2002), p.78

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

A. Research Finding

In this research, the experimental class and the control class were treated by different technique. Star Wrest Game technique was implemented in the experimental class, whereas the control class was not treated by that technique. The data can be described as follows: a. Students' scores collected after conducting the pre-test. Students' collected from the pre-test are described in the following table. The data was analyzed by quantitative and qualitative data.

1. Preliminary Study

In this preliminary data, the researcher gave interview and vocabulary test. The vocabulary test is used to know the students' vocabulary. The interview was done before conducting the first cycle. It was found out that the students still had difficulties to comprehend a text.

From the result in interview, it can be seen that the students got some problems in pronounce and low in vocabulary. The Minimum Passing Grade in that school was 75. The number of students who followed the test was 29 students. The result of pre-test, the total of the students was 2105 and the mean of students' score was 72,5.

The quantitative data above indicatet that students' vocabulary mastery is low. It can be seen from the mean score of the students was 72,5 and the percentage of the students' score of the test wa 44,8% or only 13 students who

success or got score up to 75. On the other hand, 16 students unsuccessful or didn't get score up to 75, this data can be seen in appendix X.

To support the quantitative data, it can be seen from the qualitative data that is taken by using interview. The researcher did interview to the English teacher. The teacher said: this class is new students in this school, class B is new students from other school and class A from this school on junior high school, class A was study vocabulary in the hostel every morning, and class B didn't do it. So they less vocabulary.

In conclusion, it can be seen that the reason for the weak skill of students to speak is because the students don't have the basic to know English lesson more.

2. First Cycle

The researcher did some steps in the first cycle. They were planning, action, observing and reflection. Here the activities have done in every steps:

a. Planning

In this step, the researcher had prepared all of the materials that was used while learning, such as: preparing observation guide, interview guide, conducting the test, preparing the material that was used in gist strategy (board marker, eraser, and etc),

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the

students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

c. Observation

The observation was done to observe what the students had done during the teaching learning process. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching learning process. The teacher could improve the students' speaking skill although most of students were still not active and were not interested in speaking English language.

Quantitatively, the result of the post-test of the first cycle showed that the total score of the students was 2300 and the number of the students who succeeded the test were 22 from 29 students. So, the mean of the students' score of the test was 79, 3 (appendix X). The percentage of the students' score of the test was 22 students succeeded and got score 75 or up to 75 is 75, 8 %. It can be seen that the students' score in post-test I was increased higher than pre-test. Based on the post-test I result, the second cycle was needs to be conducted.

Qualitatively the data were taken from interview with English teacher and student, observation, diary notes and documentation. The result of the first interview with English teacher showed that 50% students interested in speaking English and 50% was low. In interaction between the researcher and students, the students was enthusiasctic and active in learning process. The researcher in control the class was good.

It was also strengthened by the result of interview with the students as follows : “dengan game itu membuat kami bersemangat menjawab soal Miss, pembelajarannya menyenangkan miss, pelajaran tidak membosankan”. In conclusion they feel more confident for expressing their opinion. The interview transcript can be seen in appendix XV.

d. Reflection

The quantitative data were taken from the results of the test given to the students. The test given must be relevant to the topic taught and discussed in the classroom. According to the standard Minimum Score *Kriteria Ketuntasan Minimal* (KKM) for English subject in the school was 75.

After getting the mean of the students' score per action, the researcher identifies whether or not there might be students' improvement score on vocabulary comprehension from pre-test up to post-test score in cycle. The next is talking about students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the students do not understand well about noun, verb, adjective, and adverb well. Therefore, it needs to revise the acting and planning before implementing to see next cycle so that it could achieve the criteria of success of this study. The test result indicated that the action in the first cycle did not achieve the action success yet, it needs 19.9% to achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) so the teacher and the researcher had to move the next cycle.

3. Second Cycle

Based on the result of the first cycle, the researcher continued to do the second cycle. All the activities during the teaching learning process had been observed. They were as: Most of the students were active and interested study English lesson, many students thought the Star wtre game technique more effective in improving the students' vocabulary mastery.

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. And give their a theme for debate so they better prepare for the theme of debate. The lesson plan with the new material could be seen in appendix I.

b. Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2750 and the number of students who success the test was 26 students, and the mean of the students' score of the test was 94, 8. It could be concluded that the students' score in the post test II was improved. The percentage of the students' score was 89, 6% consist of 26 students successes and achieved score 75 or up 75. So, the post-test II was categorized successful. The data can be seen in appendix X.

Based on the data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were 13 from 29 students (44,8%). In the post-test of the first cycle, the students who got the score 75 or more were 22 from 29 students (75, 8%). In the post-test of second cycle, the students who got the score 75 or more were 26 from 29 students (89, 6%). From the first test to third test, most of students' score improved from the first test to the third test.

The quantitative data above was also supported by the qualitative data taken through interview with English teacher and students, observation, diary notes and documentation. Interview was done when the researcher applying star wrest game technique to the students who got the low and high score during learning process. The result of the second interview with English teacher showed that there has been an improvement on the students' vocabulary mastery. The students' activity has improved than before. And the interview with student showed that in expressing the opinion, the students know more vocabulary and can speak English

better than before. In answering the question from the teacher, the students can answer it. The interview transcript can be seen in diary note VI.

d. Reflection

After conducting two actions in the first cycle, the researcher did some reflection. It was done based on observation and interview in the teaching and learning process. The implementation of star wrest game technique in cycle I was not run without many obstructions. Therefore, the researcher reflected on the implementation of the action.

The collaborator and the researcher analyzed the data from diary notes the observation and the interviews to evaluate the action, and find out what worked and what did not work in action. The students sometimes feel doubtful to ask the researcher question regarding their works while doing the task. To make sure that the students got the necessary assistance while doing classroom activity, the researcher walked around the class while they working.

B. Dicussion

The research was conducted to find out the increasing students' vocabulary mastery through star wrest game technique. The star wrest game technique could be used by the teacher in teaching English especially to help the students to improve the students' vocabulary. This also had been proved by the result of observation and interview.

In this cycle, the researcher acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of classroom. Several actions were implemented in cycle II. They using star wrest

game in the class, using star paper to support the materials, and discussing the language features of the text.

Based on qualitative data and quantitative data above, it can be stated that star wrest game can improve the students' vocabularies in learning English. In order to see the improvement of students' score in pre-test and post-test I and post-test II.

Table 1.1 The Percentage of students' vocabularies

Meeting	Students who got ≥ 70	Percentage
Pre-test	13	44,8 %
cycle I	22	75,8%
cycle II	26	89,6%

Based of data above, the result showed the improvement of the students' score from pre-test and post-test I to the post test of cycle I. In the pre-test, the students who got the score 75 or more were 13 of 29 students (44,8%). In the post-test of cycle I, the students who got the score 75 or more were 22 of 29 students (75,8%). It means there was improvement about 47.3%. So must students' score improved from the first test to the third test.

After achieving the improvement of students' vocabularies where 26 students who passed the Minimum Mastery Criterion (KKM), therefore the research decided to stop CAR because the students' achievement in vocabularies learning was improved through star wrest game technique. Its mean, the researcher did not need to revise the plan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting CAR at first grade in MAS Daru Hikmah of Boarding school, it can be concluded that Star Wrest game can improve the students' vocabulary and can help the students to remember and practice their vocabulary. It can be proved from the following facts.

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher conclude that: The two cycles in this research were completely done. The research began on 19th August till 09th September 2019. The implementation of star wrest game on the first and second runs effectively. In both cycles, the aim of the implementation of star wrest game was to improve the students' vocabulary. It can be seen from the diary notes, the students' opinion, and the teacher opinion about the action in the interview transcripts. The use of star wrest game is believed to help the students improve the students' vocabulary mastery. Moreover, the implementation of star wrest game in the teaching and learning process facilitates the students to memorize vocabulary and abridges the students to get information from the content of the text and improve memory retention.

After analyzing the data, the researcher found that the students' vocabulary was improved from the pre-test to the first cycle and the second cycle. In the pre-test, the students' vocabulary is categorized under the minimum passing grade (75),

B. Suggestion

Based on the conclusion stated above, there are some suggestion that will be directed toward, the researcher suggests some important points that will be directed toward the English teacher and other researcher. The suggestion are as follows:

1. Students

The students need more practices in improving vocabulary, so that they can comprehended English text better. They should find an environment that can support their learning process. To get easy in learning the target language, students have to enrich their vocabulary storage in their mind. Mastering big number of vocabularies will allow them to be fast language learner in getting whole language skills.

2. Teachers

The English teacher needs to vary the use of star wrest game techniques in the classroom so that process of vocabulary teaching learning can be more effective. Conducting the teaching-learning process, it is important to the teacher to not be too dependent on the lesson text book without considering the existence of beneficial language teaching techniques such as star wrest game technique, especially in the process of vocabulary mastery building. Because students need teachers to be creative to facilitate them in language learning process so that automatically they will be also be more creative and autonomous to master their target language.

3. Other Researchers

Language teaching research is an important topic to be always renewed in whole period. Moreover, Language and people's condition were in line with progress of the life which is never been stopped. Furthermore, the communication is never been built without language capabilities. Here are language researchers' duties to invent new ways, strategies and discoveries to make the people easy in learning each language they need however, wherever, and whenever they are. This study still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest related to this research topic.

There are some suggestions to offer to the English teachers and the other researchers based on research findings.

1. Star Wrest game is affective to improve students' vocabulary.
2. Star Wrest game can be alternative to overcome students' boredom.
3. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this fly swatter game.

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APPENDICES

APPENDIX I : LESSON PLAN CYCLE I

LESSON PLAN

Education Unit : MTs Persatuan Amal Bakti (PAB) 1 Helvetia, Medan

Lesson : English

Class/ Semester : X/

Material : Vocabulary

Time Allocation : 4 x 45 Minute (2 x meetings) :

A. Core Competence :

- KI 1 : Perceive and practicing the religion doctrine that followed.
- KI 2 : Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behaviour, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4 : Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

Responding the meaning of conversational expression for Transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

C. Indicator of Achieving Competence :

- a. Students are grateful for the opportunity to learn English as the language of instruction in International communication.
- b. Students can develop and polite and caring behaviour in carrying out interpersonal communication with teachers and friends.
- c. Students are able to identify the vocabulary used in the text as a keyword
- d. Students are able to pronounce the words
- e. Students are able to spell the words
- f. Students are able to make a sentence by using the words
- g. Students are able to answer question related to the text.

D. Learning Objectives

After presenting this material, students know and understanding to easy study about vocabulary, the students are able to pronounce the words correctly, able to spell the words correctly
the students are able to make a good sentence.

E. Learning Method

Three – Phase Technique (Pronounce, Practice, and Production)

F. Learning Media and Tools

Tools : Markers, erasers, whiteboards.

Material : Handbook, image: Word cards, swatter, marker, copies of vocabulary test items

Source : Hand book of Junior High School and dictionary

G. Learning Activities

I. First meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enter the class and greets by using English so that the English

Environment can be created :

- Assalamu 'alaikum. Good morning class? How are you today?

- b. Teacher ask a student to lead the prayer :

- Ok, before we start the lesson today, let's pray together.

- c. Teacher checks student's attendance.

2. Core Activity (30 minutes)

- a. Introduction the topic to the students
- b. The teacher asking the students about their prior knowledge that relate to the topic
- c. The teacher asking the students to interpret all the words in the sentences
- d. Introducing the star wrest game and its procedure
- e. Teacher use star wrest game to the students and glue the card paper on the whiteboard
- f. Teacher says carefully the words and students hit the true word
- g. Teacher and the students pronounce the words after the students hit the true word
- h. Teacher asking the students to mention all the words that they remember before back to chair
- i. The teacher asking the students to make a good sentence from the words.

3. Closing (10 Minutes)

- a. Teacher and students summarize the material together.
- b. The teacher reflects
- c. The teacher presents the next learning plan and asks students to study the material .
- d. The teacher close the meeting

- Ok, thank you for your attention and your cooperation for this meeting. Goodbye . Wassalamu 'alaikum wr. wb

II. Second meeting (45 minutes)

1. Introduction (5 minutes)

- d. The teacher enter the class and greets by using English so that the English Environment can be created :

- Assalamu 'alaikum. Good morning class? How are you today?

- e. Teacher ask a student to lead the prayer :

- Ok, before we start the lesson today, let's pray together.

- f. Teacher checks student's attendance.

2. Core Activity (30 minutes)

- a. The teacher ask again the material that was learned at the previous meeting.

- b. The teacher ask for assignments to students

- c. The teacher and students discuss the assignment given

- d. The teacher provides an opportunity for students to discuss the techniques and task previously given.

- e. The teacher ask students to mention information in detail from the assignment given (such as answering question on the material at the previous meeting).

3. Closing Activities (10 minutes)

- a. The teacher concludes the activities that are passed
- b. The teacher close the lesson
- c. The teacher leads or asks one of the students to pray

No	Name student	of	ATTITUDE INDICATORS					
			Discussio n activity	Respect each other	Students attendanc e	responsibilit y	Score	Rate

Spiritual Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Pray before and after lesson	1
2	Dress neatly and polietely	2
3	Thanks to God	3 dan 4

Social Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Responsibility	3
2	Care	2 dan 3
3	Cooperation	4
4	Peace Love	5

Knowledge

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

Number	Attitude	Value of Instrument Item
1	Social function in vocabulary	
2	Text structure in vocabulary	
3	Language elements in vocabulary	

Skills

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

APPENDIX II : LESSON PLAN CYCLE II

LESSON PLAN

Education Unit : MTs Persatuan Amal Bakti (PAB) 1 Helvetia, Medan

Lesson : English

Class/ Semester : X/

Material : Vocabulary

Time Allocation : 4 x 45 Minute (2 x meetings) :

A. Core Competence :

- KI 1 : Perceive and practicing the religion doctrine that followed.
- KI 2 : Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behaviour, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4 : Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

Responding the meaning of conversational expression for Transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

C. Indicator of Achieving Competence :

- h. Students are grateful for the opportunity to learn English as the language of instruction in International communication.
- i. Students can develop and polite and caring behaviour in carrying out interpersonal communication with teachers and friends.
- j. Students are able to identify the vocabulary used in the text as a keyword
- k. Students are able to pronounce the words
- l. Students are able to spell the words
- m. Students are able to make a sentence by using the words
- n. Students are able to answer question related to the text.

D. Learning Objectives

After presenting this material, students know and understanding to easy study about vocabulary, the students are able to pronounce the words correctly, able to spell the words correctly the students are able to make a good sentence.

E. Learning Method

Three – Phase Technique (Pronounce, Practice, and Production)

F. Learning Media and Tools

Tools : Markers, erasers, whiteboards.

Material : Handbook, image: Word cards, swatter, marker, copies of vocabulary test items

Source : Hand book of Junior High School and dictionary

G. Learning Activities

I. First meeting (45 minutes)

1. Introduction (5 minutes)

a. The teacher enter the class and greets by using English so that the English Environment can be created :

- Assalamu 'alaikum. Good morning class? How are you today?

b. Teacher ask a student to lead the prayer :

- Ok, before we start the lesson today, let's pray together.

c. Teacher checks student's attendance

2. Core Activities (30 minutes)

- a. The teacher ask again the material that was learned at the previous meeting.
- b. The teacher ask for assignments to students
- c. The teacher and students discuss the assignment given
- d. The teacher provides an opportunity for students to discuss the techniques and task previously given.
- e. The teacher ask students to mention information in detail from the assignment given (such as
 Answering question on the material at the previous meeting).

3. Closing Activity (10 minutes)

- a. Teacher and students summarize the material together.
- b. The teacher reflects
- c. The teacher presents the next learning plan and asks students to study the material .
- d. The teacher close the meeting
 - Ok, thank you for your attention and your cooperation for this meeting. Goodbye . Wassalamu ‘alaikum wr. wb

II. Second meeting (45 minutes)

1. Introduction (5 minutes)

a. The teacher enter the class and greets by using English so that the English Environment can be created :

- Assalamu 'alaikum. Good morning class? How are you today?

b. Teacher ask a student to lead the prayer :

- Ok, before we start the lesson today, let's pray together.

c. Teacher checks student's attendance

2. Core Activities (30 minutes)

a. The teacher ask again the material that was learned at the previous meeting.

b. The teacher ask for assignments to students

c. The teacher and students discuss the assignment given

d. The teacher provides an opportunity for students to discuss the techniques and task previously given.

e. The teacher ask students to mention information in detail from the assignment given (such as

Answering question on the material at the previous meeting).

3. Closing Activity (10 minutes)

- a. The teacher conclude the activities that have been passed.
- b. The teacher close the lesson.
- c. The teacher leads or ask one of the students to pray.

No	Name student	of	ATTITUDE INDICATORS					
			Discussio n activity	Respect each other	Students attendanc e	responsibilit y	Score	Rate
1								
2								
3								

Spiritual Attitude

- a. Assessment technique: observation
- b. Form of instrument: observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Pray before and after lesson	1
2	Dress neatly and polietely	2
3	Thanks to God	3 dan 4

Social Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Responsibility	3
2	Care	2 dan 3
3	Cooperation	4
4	Peace Love	5

Knowledge

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

Number	Attitude	Value of Instrument Item
1	Social function in vocabulary	
2	Text structure in vocabulary	
3	Language elements in vocabulary	

Skills

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

APPENDIX III: PRE-TEST

I. Complete each sentence by choosing the correct preposition.

1. She has no control ... that dog! (over / on / with)
2. Do not feel guilty ... being late. (from / about / with)
3. Has was somewhere ... Rome and Venice. (between / among / along)
4. Be careful! Do not go ... the trees. (beyond / over / without)
5. Which way ... does this box go? (about / up / over)
6. He managed to pass ... studying hard. (by / with / from)
7. They walked ... to the end of the street. (beyond / aside / up)
8. They sang ... the long walk home. (along / throughout / over)
9. He failed ... lack of work. (for / through / with)
10. The car went ... us at a very high speed! (against / past / around)
11. My brother is really ... snowboarding – he goes every winter. (for / over / into)
12. You should be pleased ... the results. (with / for / over)
13. It was sunny all ... the summer months. (through / between / round)
14. The bus stops just ... the traffic lights. (down / to / before)
15. The shares have risen ... six euros each. (up / at / to)

Appendix IV Answer key Pre-Test

1. (with)
2. (about)
3. (between)
4. (over)
5. (over)
6. (by)
7. (up)
8. (over)
9. (through)
10. (against)
11. (into)
12. (with)
13. (round)
14. (before)
15. (up)

Appendix V Post Test (cycle I)

Read this following text carefully.!

The Crying Stone

In a small village, a girl lives with her mother. The girl is very beautiful. Everyday she puts make-up and wears her best clothes. She doesn't like to help her mother work in a field. The girl is very lazy.

One day, the mother asks the girl to accompany her to go to the market to buy some food. At first the girl refuses, but the mother persuades her by saying they are going to buy new clothes. The girl finally agrees. But she asks her mother to walk behind her. She doesn't want to walk side by side with her mother. Although her mother is very sad, she agrees to walk behind her daughter.

On the way to the market, everybody admires the girl's beauty. They are also curious. Behind the beautiful girl, there is an old woman with a simple dress. The girl and her mother look very different!

"Hello, pretty lady. Who is the woman behind you?" asks them.

"She is my servant," answers the girl.

The mother is very sad, but she doesn't say anything.

The girl and the mother meet other people. Again they ask who the woman behind the beautiful girl. Again the girl answers that her mother is her servant. She always says that her mother is her servant every time they meet people.

At last, the mother cannot hold the pain anymore. She prays to God to punish her daughter. God answers her prayer. Slowly, the girl's leg turns into stone. The process continues to the upper part of the girl's body. The girl is very panicky.

"Mother, please forgive me!" she cries and ask her mother to forgive her.

Write the Verbs – meaning :

.....

.....

.....

Rewrite the story by your version :

.....

.....

.....

Appendix VI Answer Key Post (cycle I)

Crying : Menangis

Puts : Meletakkan

Wears : Menggunakan

Help : Menolong

Accompany : Menemani

Go : Pergi

Buy : Membeli

Walk : Berjalan

Meet : Bertemu

Prays : Berdoa

APPENDIX VII POST TEST II**I. Choose the correct answer with crossing (X) a,b,d, or d!**

1. Sinta reads the English book in the....

a. Library

b. Canteen

c. Market

d. Bathroom

2. Robert's car is broken. Robert is very now.

a. Confuse

b. Happy

c. Sad

d. Charm

3. I went to dentist yesterday because my were in pain.

a. Hands

b. Teeth

c. Fingers

d. Ears

4. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this box to my office room.

B : Yes, Sir.

- a. Help
- b. Has
- c. Give
- d. Bring

5. This exercise was too for me. I got score 50.

- a. Difficult
- b. High
- c. Expensive
- d. Easy

6. If you study hard , you will be In your examination.

- a. Unsuccess
- b. Success
- c. Sad
- d. Stupid

7. The potato is from grandmother garden. Kata bergaris bawah bermakna...

- a. Daging
- b. Bakso
- c. Sate
- d. Kentang

8. Please add me in your facebook. Kata yang bergaris bawah bermakna..

- a. Hapus
- b. Cincang
- c. Campurkan

d. Tambahkan

9. This room is cool, please turn off the...

a. Lamp

d. Door

c. Fan

d. AC

10. The students write their homework in the....

a. School

b. Mall

c. Home

d. Garden

APPENDIX VIII ANSWER KEY POST TEST II

1. a. Library
2. c. Sad
3. b. Teeth
4. d. Bring
5. a. Difficult
6. b. Success
7. d. Kentang
8. d. Tambahkan
9. d. AC
10. c. Home

Appendix IX The Students' During

Pre-Test, Post-Test I & II

1.1. Table of Pre-test, Post-Test I and II score.

No	Name of Students	Score		
		Pre Test	Post Test I	Post Test II
1	Abel Amanda	65	65	90
2	Adika Pranata	70	85	100
3	Adinda Al-Husnah Simbolon	65	70	70
4	Ahmad Rezi Hasibuan	80	85	95
5	Ahmad Tohir	85	85	100
6	Ahmad Mahadi	70	65	90
7	Ali Maariif Siregar	60	70	100
8	Annisatun Munawaroh	70	80	95
9	Frasiska Sari Juwita	65	70	100
10	Hamidah Hartono	75	75	100

11	Hawa Al-fina Salsabila	65	80	100
12	Heri Zakaria	70	85	100
13	Heni fitria	65	90	100
14	Khairun Nisa Attumimi	75	85	100
15	Liza Heliana	70	90	100
16	M. Angga Septiawan	80	80	95
17	Nadila Sahara	70	80	100
18	Nabila Zatira	70	85	90
19	Naurah Khairunnisa	65	80	95
20	Nur Aisyah Putri	75	85	100
21	Nur Salamah	80	80	70
22	Prebita Surbakti	65	90	100
23	Putrid Lansiah	75	90	100
24	Putri Fadilah	70	70	70
25	Sabri Tudar Sihotang	85	80	100

26	Sahara	80	85	90
27	Siti Khadijah	70	80	100
28	Siti Hajar Nasution	80	80	100
29	Uswatun Hasanah	90	85	100
TOTAL		$\Sigma x = 2105$ $M = 72,5$	$\Sigma x = 2300$ $M = 79,3$	$\Sigma x = 2750$ $M = 94,8$

Appendix X The Students' Test Result in Pre-Test

1.2 Table of Pre-test Result

No	Respondents	Score	Passing Grade of Students (> 75)
1	Abel Amanda	65	Unsuccessful
2	Adika Pranata	70	Unsuccessful
3	Adinda Al-Husnah Simbolon	65	Unsuccessful
4	Ahmad Rezi Hasibuan	80	Successful
5	Ahmad Tohir	85	Successful
6	Ahmad Mahadi	70	Unsuccessful
7	Ali Maariif Siregar	60	Successful
8	Annisatun Munawaroh	70	Unsuccessful
9	Frasiska Sari Juwita	65	Unsuccessful
10	Hamidah Hartono	75	Successful
11	Hawa Al-fina Salsabila	65	Unsuccessful

12	Heri Zakaria	70	Unsuccesful
13	Heni fitria	65	Unsuccesful
14	Khairun Nisa Attumimi	75	Succesful
15	Liza Heliana	70	Unsuccesful
16	M. Angga Septiawan	80	Succesful
17	Nadila Sahara	70	Unsuccesful
18	Nabila Zatira	70	Unsuccesful
19	Naurah Khairunnisa	65	Unsuccesful
20	Nur Aisyah Putri	75	Succesful
21	Nur Salamah	80	Succesful
22	Prebita Surbakti	65	Unsuccesful
23	Putrid Lansiah	75	Succesful
24	Putri Fadilah	70	Unsuccesful
25	Sabri Tudar Sihotang	85	Succesful
26	Sahara	80	Succesful

27	Siti Khadijah	70	Unsuccesful
28	Siti Hajar Nasution	80	Succesful
29	Uswatun Hasanah	90	Succesful

Appendix XI The Students' Test Result in Post-Test I

1.3 Table of Post-test I Result

No	Respondents	Score	Passing Grade of Students (≥ 75)
1	Abel Amanda	65	Unsuccessful
2	Adika Pranata	85	Successful
3	Adinda Al-Husnah Simbolon	70	Unsuccessful
4	Ahmad Rezi Hasibuan	85	Successful
5	Ahmad Tohir	85	Successful
6	Ahmad Mahadi	65	Unsuccessful
7	Ali Maariif Siregar	70	Unsuccessful
8	Annisatun Munawaroh	80	Successful
9	Frasiska Sari Juwita	70	Unsuccessful
10	Hamidah Hartono	75	Successful

11	Hawa Al-fina Salsabila	80	Successful
12	Heri Zakaria	85	Successful
13	Heni fitria	90	Successful
14	Khairun Nisa Attumimi	85	Successful
15	Liza Heliana	90	Successful
16	M. Angga Septiawan	80	Successful
17	Nadila Sahara	80	Successful
18	Nabila Zatira	85	Successful
19	Naurah Khairunnisa	80	Successful
20	Nur Aisyah Putri	85	Successful
21	Nur Salamah	80	Unsuccessful
22	Prebita Surbakti	90	Successful
23	Putrid Lansiah	90	Successful
24	Putri Fadilah	70	Unsuccessful
25	Sabri Tudar Sihotang	80	Successful

26	Sahara	85	Successful
27	Siti Khadijah	80	Successful
28	Siti Hajar Nasution	80	Successful
29	Uswatun Hasanah	85	Successful

APPENDIX XII : THE STUDENTS' SCORE

DURING POST-TEST II (Cycle II)

1.4 Table of Post-test II Result

No	Respondents	Score	Passing Grade of Students (≥ 75)
1	Abel Amanda	90	Successful
2	Adika Pranata	100	Successful
3	Adinda Al-Husnah Simbolon	70	Unsuccessful
4	Ahmad Rezi Hasibuan	95	Successful
5	Ahmad Tohir	100	Successful
6	Ahmad Mahadi	90	Successful
7	Ali Maariif Siregar	100	Successful
8	Annisatun Munawaroh	95	Successful
9	Frasiska Sari Juwita	100	Successful

10	Hamidah Hartono	100	Successful
11	Hawa Al-fina Salsabila	100	Successful
12	Heri Zakaria	100	Successful
13	Heni fitria	100	Successful
14	Khairun Nisa Attumimi	100	Successful
15	Liza Heliana	100	Successful
16	M. Angga Septiawan	95	Successful
17	Nadila Sahara	100	Successful
18	Nabila Zatira	90	Successful
19	Naurah Khairunnisa	95	Successful
20	Nur Aisyah Putri	100	Successful
21	Nur Salamah	70	Unsuccessful
22	Prebita Surbakti	100	Successful
23	Putrid Lansiah	100	Successful
24	Putri Fadilah	70	Unsuccessful

25	Sabri Tudar Sihotang	100	Successful
26	Sahara	90	Successful
27	Siti Khadijah	100	Successful
28	Siti Hajar Nasution	100	Successful
29	Uswatun Hasanah	100	Successful

APPENDIX XIII : DIARY NOTES

DIARY NOTE 1

Thursday, 15th August 2019

Di Ruang Kepala Sekolah

Penyerahan Surat Izin Penelitian

R : Researcher

KS : Kepala Sekolah

KTU : Kepala Tata Usaha

ET : English Teacher

Peneliti datang ke Pesantren Darul Hikmah Modren Medan sekitar pukul 10:00 wib untuk meminta izin kepada KS dan KTU serta menyerahkan surat izin penelitian, sesampainya di sekolah R melapor dahulu ke KTU tentang maksud dan tujuan datang ke sekolah, berhubung pada hari itu hari bapak KS ada di sekolah KTU mempertemukan saya dengan KS. Kemudian R bertemu dan berbincang kepada KS, setelah menyampaikan niat R datang kesekolah, maka KS pun menyetujui permintaan R untuk bias melaksanakan penelitian di sekolah tersebut. KS menerima surat izin yang R sampaikan. Tetapi karena berhubung ET yang bersangkutan dalam penelitian R tidak hadir pada hari itu di sekolah, maka KS mengatakan agar berkonsultasi melalui via telepon agar dapat melaksanakan penelitian. Penelitian di mulai dari tanggal 19 Agustus sampai 09 September

2019. Setelah berbincang cukup lama R meminta idzin kepada KS untuk pamit pulang sembari mengucapkan terimakasih karena sudah di idzinkan meneliti di sekolah tersebut.

DIARY NOTE II

Monday 19th August 2019

Observation in class X and interview teacher

R : Researcher

ET : English Teacher

SS : Students

S : Student

R arrived in the school at 07:20 o'clock. R was invited by ET to come in her room. R sat beside ET. Than, R and ET talked about English teaching and learning today. The lesson started at 07.30. The duration of English lesson was two hours. Then the bell rang. ET asked R to go to class. R followed ET into the class to do the class observation. Arriving in the class ET asked SS to sit down. ET started the lesson by greeting and checking the attendance. ET started to introduce R to SS. ET said to SS that R would teach for some meetings. Than R started to introduce herself. Than R sit behind the class to do observation.

ET start the material until the bell rang. It made the situation became noisy. ET waited until the condition was conducive. ET reminded SS to learn material given. After ET had closed the lesson, R ask permission to go home and say thanks for today.

DIARY NOTE III

Tuesday, 20th August 2019

Doing Pre-test in X Class

R datang kesekolah pada jam 09:30 wib, R langsung menemui ET untuk menyampaikan apa yang akan di bahas hari ini di kelas dengan SS. R menjelaskan kepada ET bahwa hari ini akan melakukan kegiatan Pre-test yang berfungsi untuk mengetahui kemampuan vocabulary siswa. Beberapa menit kemudian bel berbunyi tepat pukul 08: 35. ET dan R pergi menuju ke kelas X. ET memberi salam kepada SS dan kemudian mengecek kehadiran SS. ET member tahu SS bahwa hari ini R akan mengadakan pre-test. Kemudian ET menyerahkan aktifitas berikutnya kepada R, kemudian pergi meninggalkan kelas. Kemudian R memulai pelajaran dengan menjelaskan pelajaran pada hari itu, setelah menjelaskan pelajaran, R mencoba bertanya kepada SS tentang arti-arti dari vocabulary yang ada di pelajaran saat itu, dan memberikan star paper kepada siswa yang mampu menjawab pertanyaan dengan cepat dan benar. Antusias SS saat itu sangat baik, SS tertarik untuk mengikuti. Setelah itu R membagikan lembaran kertas yang berisi soal pilihan ganda dan meminta SS menjawab soal-soal yang diberikan dengan teliti. R memberikan waktu 1 jam untuk SS agar bias menjawab soal-soal yang diberikan. SS mulai menjawab soal-soal yang di berikan. Setelah waktu habis, R meminta SS untuk mengumpulkan jawaban masing-masing kedepan kelas. Setelah selesai R memberikan sedikit motivasi kepada SS dan

kemudian menutup pelajaran dengan mengucapkan terimakasih untuk hari ini yang di iringi dengan salam.

Setelah keluar dari kelas R menemui ET untuk idzin pamit pulang sembari mengucapkan terimakasih.

DIARY NOTE IV

Monday, 26th August 2019

Doing Post-test I in X Class

R datang kesekolah pada jam 07:20 wib, R langsung menemui ET untuk menyampaikan apa yang akan di bahas hari ini di kelas dengan SS. R menjelaskan kepada ET bahwa hari ini akan melakukan kegiatan Post-test yang berfungsi untuk mengetahui kemampuan vocabulary siswa. Beberapa menit kemudian bel berbunyi tepat pukul 07: 30. Et dan R pergi menuju ke kelas X. ET memberi salam kepada SS dan kemudian mengecek kehadiran SS. ET member tahu SS bahwa hari ini R akan mengadakan post-test. Kemudian ET menyerahkan aktifitas berikutnya kepada R, kemudian pergi meninggalkan kelas

. R menyapa SS hari ini. Kemudian meminta S untuk membagikan hasil jawaban SS pada pre-test minggu lalu. Setelah semua lembaran jawaban di bagi, Kemudian R memulai pelajaran dengan menjelaskan pelajaran pada hari itu, setelah menjelaskan pelajaran, R mencoba bertanya kepada SS tentang arti-arti dari vocabulary yang ada di pelajaraan saat itu, dan memberikan star paper kepada siswa yang mampu menjawab pertanyaan dengan cepat dan benar. Kemudian R membagikan lembaran kertas yang berisi sebuah cerpen dan meminta SS untuk membacaterlebih dahulu cerpen yang dibagikan. Setelah beberapa menit R menulis soal di papan tulis, dan meminta SS untuk menjawab soal-soal yang diberikan dengan teliti. R memberikan waktu 1 jam untuk SS agar bias menjawab soal-soal yang diberikan. SS mulai menjawab soal-soal yang di berikan. Setelah

waktu habis, R meminta SS untuk mengumpulkan jawaban masing-masing kedepan kelas. Setelah selesai R memberikan sedikit motivasi kepada SS dan kemudian menutup pelajaran dengan mengucapkan terimakasih untuk hari ini yang di iringi dengan salam.

Setelah keluar dari kelas R menemui ET untuk idzin pamit pulang sembari mengucapkan terimakasih.

DIARY NOTE V

Tuesday, 27th August 2019

Doing Post-test II in X Class

R datang kesekolah pada jam 09:30 wib, hari ini ET tidak datang kesekolah, dan menelepon R untuk menjaga ke kondusifan kelas, dan dapat melakukan aktivitas yang ingin dilakukan. Beberapa menit kemudian bel berbunyi tepat pukul 08: 35. R pergi menuju ke kelas X. R memberi salam kepada SS dan kemudian mengecek kehadiran SS. R memberi tahu SS bahwa hari ini akan mengadakan post-test II.. Kemudian R membagikan lembaran kertas yang berisi soal dan meminta SS menjawab soal-soal yang diberikan dengan teliti. R memberikan waktu 1 jam untuk SS agar bias menjawab soal-soal yang diberikan. SS mulai menjawab soal-soal yang di berikan. Setelah waktu habis, R meminta SS untuk mengumpulkan jawaban masing-masing kedepan kelas. Setelah selesai R memberikan sedikit motivasi kepada SS dan kemudian menutup pelajaran dengan mengucapkan terimakasih untuk hari ini yang di iringi dengan salam.

DIARY NOTE VI

Monday, 2th September 2019

Doing interview students in X Class

Hari ini adalah hari terakhir R melakukan penelitian. R pergi menuju ke kelas X. R memberi salam kepada SS dan kemudian mengecek kehadiran SS. R memberi tahu SS bahwa hari ini akan mengadakan interview tentang pelajaran yang telah di laksanakan dengan menggunakan technique star wrest game. SS merespond dengan baik bahwa apa yang telah di aplikasin R selama melakukan penelitian di kelas X membuat SS tertarik dan senang dengan metode yang demikian. R sangat bersyukur karena tehnik yang digunakan berhasil dan bermanfaat.

Setelah bel berbunyi, R menutup pelajaran dan mengucapkan banyak terimakasih atas respond selama R mengadakan penelitian di kls X.

APPENDIX XIV : INTERVIEW TRANSCRIPT WITH THE STUDENTS

BEFORE IMPLEMENTING

Interview transcript 1

R : Peneliti

SS : Siswa/i

R : Apakah kalian pernah mendengar tentang tehnik star wrest game dalam pembelajaran vocabulary belum ?

(have you ever listened about star wrest game in vocabulary learning ?)

SS : Belum Miss (not yet Miss)

R : Sudah pernah memakai permainan sebelumnya? (have you ever use game before?)

SS : Pernah Miss (ever Miss)

S : Tetapi bukan Star Wrest Game Miss (but didn't star wrest game Miss)

S : Apa itu star wrest game Miss? (what is star wrest game Miss?)

R : Okay, star wrest game itu artinya rebut bintang. Siapa yang dapat menjawab pertanyaan dari Miss di akhir pembelajaran, maka Miss

akankasih satu kertas yang berbentuk bintang, dan bintang itu akan menjadi tambahan nilai buat kalian di ujian akhir.

(Okay, star wrest game is a game that who can answer my question in the last meeting of class, than I will give a paper like star, this paper will be plus point for all of you in examination.)

SS : oh begitu (oh I see)

APPENDIX XV : INTERVIEW TRANSCRIPT WITH THE STUDENTS
AFTER IMPLEMENTING

Interview transcript 2

R : Peneliti

SS : Siswa/i

S : Student

R : Setelah kita implementasikan star wrest game dalam proses pembelajaran di akhir

pelajaran, bagaimana menurut kalian, apakah itu mempermudah kalian menambah

vocabulary atau tidak?

SS : Iya, gampang Miss

(Yes, it's easy Miss)

R : Apakah kalian senang menggunakan star wrest game ?

(Do you like use star wrest game..?)

SS : Senang Miss (yes, we do Miss)

R : Kenapa? Apa yang kalian sukai dari star wrest game ?

(Why..? what do you like from star wrest game?)

S1 : Saya suka kertas yang berbentuk bintang Miss (I like a star paper Miss)

R : Yang lain..(The others..)

S2 : Itu membuat kami semangat untuk mrnjawab soal Miss

(that is make us nice to answer the question Miss)

S3 : Dengan games itu membuat kami lebih memperhatikan pembelajaran, agar di akhir

dapat menjawab soal dan mendapat nilai lebih Miss.

Appendix XVI : Interview Transcript with The Teacher

Before Implementing

Interview transcript 1

R : Peneliti

ET : English Teacher

R : Tadi kelihatannya siswa masih banyak yang bertanya arti dari kata-kata yang berbahsa inggris dalam soal ya bu?

ET : Iya, karena sebagian dari mereka tidak membawak kamus dan kurang menguasai Vocabulary.

R : Tetapi sebenarnya di asrama mereka sudah berlatih menguasai banyak vocabulary kan bu?

ET : Iya, akan tetapi vocabulary yang mereka kuasai hanya vocabulary bahasa sehari yang

di gunakan di asrama, dan itu berbeda dengan vocabulary yang ada di buku mata

pelajaran bahasa inggris.

R : Oh, jadi disitu kendala nya ya bu.

Jadi ketika dalam proses pembelajaran apakah siswa – siswi di kelas X ini menyukai

pelajaran bahasa inggris meskipun terkadang itu sulit buat mereka.?

ET : Mereka sangat menyukai pelajaran bahasa inggris, karena menurut merekamampu

menguasaibahsa inggir itu keren, akan tetapi siswa yang laki-laki nya kurang

berminat dalam pelajran bahasa inggris, karenamenurut mereka itu ribet, terutama

dalam pengucapan, atau ketita da comversation.

R : Oh, jadi seperti itu ya bu, baiklah kalau begitu, saya juga mohon bimbingan nya untuk

kedepan nya selama saya melakukan penelitian di sekolah ini ya bu.

ET : Ya, baiklah dek, sebisanya saya bantu.

Appendix XVII Interview Transcript with The Teacher

After Implementing

Interview transcript 1

R : Peneliti

ET : English Teacher

R : Bagaimana menurut ibu perkembangan siswa-siswi saat ini setelah di implementasikan tehnik star wrest game dalam pembelajaran ?

ET : Menurut sya itu cukup baik, setidaknya saat ini mereka rajin membawa kamu, dan

lebih respond dan tertarik dalam proses belajar mengajar.

APPENDIX XVIII : OBSERVATION SHEETS

Date : 19th Agustus 2019 (Meeting 1)

Class : X

School : Pesantren Darul Hikmah Modren Medan

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list. The teacher gives test to the students 4. The teacher gives the learning sources 5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively	✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓
The Students	1. Students comes on time 2. Students answer the teacher greeting 3. Students are enthusiastic in learning	✓ ✓	 ✓

	process		
	4. Students listen and pay attention to the teacher's explanation		✓
	5. Students do the test seriously	✓	
	6. Students ask question if they do not know	✓	

Date : 20th Agustus 2019 (Meeting 1)

Class : X

School : Pesantren Darul Hikmah Modern Medan

Subject : English

FOCUS	TOPIC	YES	NO
English	1. The teacher comes on time	✓	
Teacher	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson		
	7. The teacher manages the class		✓

	effectively		
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process	✓	
	4. Students listen and pay attention to the teacher's explanation	✓	
	5. Students do the test seriously	✓	
	6. Students ask question if they do not know	✓	

Date : 26th Agustus 2019 (Meeting 1)

Class : X

School : Pesantren Darul Hikmah Modren Medan

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time		
	2. The teacher greets the students		
	3. The teacher checks the students' attendance list. The teacher gives test to the students		
	4. The teacher gives the learning sources		

	5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively		
The Students	1. Students comes on time 2. Students answer the teacher greeting 3. Students are enthusiastic in learning process 4. Students listen and pay attention to the teacher's explanation 5. Students do the test seriously 6. Students ask question if they do not know		

Date : 27th Agustus 2019 (Meeting 1)

Class : X

School : Pesantren Darul Hikmah Modren Medan

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list. The teacher gives test to the students 4. The teacher gives the learning sources		

	5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively		
The Students	1. Students comes on time 2. Students answer the teacher greeting 3. Students are enthusiastic in learning process 4. Students listen and pay attention to the teacher's explanation 5. Students do the test seriously 6. Students ask question if they do not know		

Date : 02th Agustus 2019 (Meeting 1)

Class : X

School : Pesantren Darul Hikmah Modren Medan

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students' attendance list. The teacher gives test to the students 4. The teacher gives the learning sources		

	5. The teacher manages the time effectively 6. The teacher concludes the lesson 7. The teacher manages the class effectively		
The Students	1. Students comes on time 2. Students answer the teacher greeting 3. Students are enthusiastic in learning process 4. Students listen and pay attention to the teacher's explanation 5. Students do the test seriously 6. Students as question if they do not know		

APPENDIX XIX DOCUMENTATION

1. The researcher do observation in the class



2. The researcher explain about star wrest game



3. Students' activity



4. The researcher response student's question



5. The Researcher write the test



6. The researcher share the test





